

King Dom Of Saudi Arabia  
Ministry Of Education  
School .....



# Preparation Units Of We Can (4)

| Shares<br>Days | First | Second | Third | Fourth | Fifth | Sixth | Seventh |
|----------------|-------|--------|-------|--------|-------|-------|---------|
| <b>Sun.</b>    |       |        |       |        |       |       |         |
| <b>Mon.</b>    |       |        |       |        |       |       |         |
| <b>Tues.</b>   |       |        |       |        |       |       |         |
| <b>Wed.</b>    |       |        |       |        |       |       |         |
| <b>Thus.</b>   |       |        |       |        |       |       |         |

## The second Studying Term

## **General Objective of Teaching English in Primary Stage**

- 1. Learn the basics of the English language that would form the foundation for its mastery in the future.**
- 2. Use the basic structures of English sentences.**
- 3. Learn the core vocabulary assigned for this stage.**
- 4. Listen and understand simple English language.**
- 5. Express themselves orally using simple English language.**
- 6. Read and understand simple written English language materials.**
- 7. Write simple guided sentences in English language.**
- 8. Appreciate the importance of English language as an international language of communication, for introducing Islam, the Islamic nation's culture and the cultural achievements of Muslims to other nations.**
- 9. Appreciate the importance of English language as an international language of communication to benefit from the achievements of other cultures in accordance with Islam**

The Distribution of the Syllabus of English Language( we can 4 ) for first semester 1439 \ 1440

| The distribution of the syllabus we can 4 for <b>5<sup>th</sup> Elementary</b> grade |           |           |   |
|--|-----------|-----------|---|
| WEEKS  | DATES     |           | Distribution of the syllabus ( we can 4 ) |
|  | FROM      | TO        |   |
| 1  | 30/4/1440 | 4/5/1440  | Unit 1 - Wild Animals                     |
| 2  | 7/5/1440  | 11/5/1440 | Unit 1 - Wild Animals                     |
| 3  | 14/5/1440 | 18/5/1440 | Unit 1 - Wild Animals                     |
| 4  | 21/5/1440 | 25/5/1440 | Unit 1 - Wild Animals                     |
| 5  | 28/5/1440 | 2/6/1440  | Unit 2 - From Here to There               |
| 6  | 5/6/1440  | 9/6/1440  | Unit 2 - From Here to There               |
| 7  | 12/6/1440 | 16/6/1440 | Unit 2 - From Here to There               |
| 8  | 19/6/1440 | 23/6/1440 | Unit 2 - From Here to There               |
| 9  | 26/6/1440 | 30/6/1440 | Unit 3 - My House                         |
| 10   | 3/7/1440  | 7/7/1440  | Unit 3 - My House                         |
| 11   | 10/7/1440 | 14/7/1440 | Unit 3 - My House                         |
| 12   | 17/7/1440 | 21/7/1440 | Unit 3 - My House                         |
| 13   | 24/7/1440 | 28/7/1440 | Unit 4 - My Things                        |
| 14   | 2/8/1440  | 6/8/1440  | Unit 4 - My Things                        |
| 15   | 9/8/1440  | 13/8/1440 | Unit 4 - My Things<br>Unit 4 - My Things  |
| 16+17  | 16/8/1440 | 27/8/1440 | <b>the exams</b>                          |





|                      |      |      |       |      |       |                      |   |              |                       |
|----------------------|------|------|-------|------|-------|----------------------|---|--------------|-----------------------|
| <b>Day</b>           | SUN. | MON. | TUE.. | WED. | THUS. | <b>BOOK</b>          | <b>we can 4</b>   | <b>CLASS</b> | 5 <sup>th</sup> Grade |
| <b>Date</b>          |      |      |       |      |       | <b>Title Of Unit</b> | Wild animals  |              |                       |
| <b>Class - Share</b> |      |      |       |      |       | <b>Unit Summery</b>  | In this unit , students will learn how to describe animals, to talk about animals, to say body parts of the animals, to ask and answer where animals are, to ask and answer <i>what animal is it?</i> , to say the sounds for <i>o</i> and <i>o_e</i> , and to say, read and write the sounds for <i>ea</i> ( head ), <i>ea</i> ( beach ), <i>u</i> ( bus ), <i>u-e</i> ( cube ), <i>oo</i> ( book ), <i>oo</i> ( boot ). |              |                       |

**Stage ( 1 ) identify Desired Results**

**Enduring Understanding**

*Students will understand ....*

- how to talk about animals.
- how to ask and answer where animals are.
- how to describe animals.
- how to say body parts of the animals.
- how to say the sounds for *o* and *o\_e*.
- how to ask and answer *what animal is it?*
- how to say, read and write the sounds for *ea* ( head ), *ea* ( beach ), *u* ( bus ), *u-e* ( cube ), *oo* ( book ), *oo* ( boot ).

| <b>Skills</b>   | <b>Knowledge</b>  | <b>Essential questions</b>   |
|---|---|--|
| <p><i>Students will be able to :</i></p> <ul style="list-style-type: none"> <li>❖ talk about animals.</li> <li>❖ describe animals.</li> <li>❖ ask and answer where animals are.</li> <li>❖ say body parts of the animals.</li> <li>❖ ask and answer <i>what animal is it?</i></li> <li>❖ say the sounds for <i>o</i> and <i>o_e</i>.</li> <li>❖ say, read and write the sounds for <i>ea</i> ( head ), <i>ea</i> ( beach ), <i>u</i> ( bus ), <i>u-e</i> ( cube ), <i>oo</i> ( book ), <i>oo</i> ( boot ).</li> </ul> | <p><i>Students will know :</i></p> <ul style="list-style-type: none"> <li>✓ how to describe animals.</li> <li>✓ how to talk about animals.</li> <li>✓ how to say body parts of the animals.</li> <li>✓ how to ask and answer where animals are.</li> <li>✓ how to ask and answer <i>what animal is it?</i></li> <li>✓ how to say the sounds for <i>o</i> and <i>o_e</i>.</li> <li>✓ how to say, read and write the sounds for <i>ea</i> ( head ), <i>ea</i> ( beach ), <i>u</i> ( bus ), <i>u-e</i> ( cube ), <i>oo</i> ( book ), <i>oo</i> ( boot ).</li> <li>✓</li> </ul> | <ul style="list-style-type: none"> <li>✓ Where's the lion?</li> <li>✓ What animal is this?</li> <li>✓ Match words with the correct sound:</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">  <div style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center;">       /e/<br/>/I/     </div>  </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;">   </div> |

**Stage ( 2 ) Assessment Evidence**

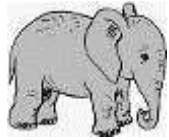
**Stage ( 3 ) Learning Plan**

**Performance Standards:**

**Performing Tasks:**

**Other Evidence:**

**\* Match:**



lion



bear



monkey



elephant

**\* Complete:**

1- Elephants are .....

They have .....

2- Crocodiles are .....

They have ..... teeth.

✓ I ask the students to ask where animals are.

✓ I ask students play the *Animal Two Hints Game* in front of the class.

| Tyro<br>(4) | Continuing<br>(3) | Able<br>(2) | Perfect<br>(1) |
|-------------|-------------------|-------------|----------------|
|             |                   |             |                |

Through other evidence (eg: short tests, academic reminders, long tests, notebooks ...) will introduce students attainment of the desired results. In the absence of some skills, you will be following procedure assign a distinctive student in the computer and turn around the rest of the watch and participate opinion. Assigning students to read quick lesson in the classroom. Worksheets - Portfolio - Brochures

- Flash cards designed by the students .
- Quizzes .
- Self-evaluations .
- Activities ( Activity Book ) .

The approach is to help learners to know where the unit will go and what is expected of them and the level of performance required of them to achieve . Educational-learning activities :

1. Learn the basics of the English language that would form the foundation for its mastery in the future
2. Learn the core vocabulary assigned for this stage .
3. Listen and understand simple English language .
4. Express themselves orally using simple English language .
5. Read and understand simple written English language materials .
6. Pupils should read the lesson.
7. They should be able to discuss the topic.
8. They should be able to listen and practice a conversation .
9. They should be able to discuss the topic.
10. They should be able to listen to people inviting each other.
11. Pupils should be active at the class.
12. They should be study the new vocabulary.

TAME SCHDUALE FOR PREPARE STUDYING UNET :

|         | CLASS |                  | STAGE |
|---------|-------|------------------|-------|
| LESSON  | DATE  | HEADMASTER SIGN. | NOTE  |
| 1 ..... |       |                  |       |
| 2 ..... |       |                  |       |
| 3 ..... |       |                  |       |
| 4 ..... |       |                  |       |

|         | CLASS |                  | STAGE |
|---------|-------|------------------|-------|
| LESSON  | DATE  | HEADMASTER SIGN. | NOTE  |
| 1 ..... |       |                  |       |
| 2 ..... |       |                  |       |
| 3 ..... |       |                  |       |
| 4 ..... |       |                  |       |

|         | CLASS |                  | STAGE |
|---------|-------|------------------|-------|
| LESSON  | DATE  | HEADMASTER SIGN. | NOTE  |
| 1 ..... |       |                  |       |
| 2 ..... |       |                  |       |
| 3 ..... |       |                  |       |
| 4 ..... |       |                  |       |

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ثانوي

ميـقا قول –فلاينق هاي – ترفلر

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بالإضافة الي سي دي يشمل عروض بور بوينت لجميع دروس المادة + و أوراق عمل خاصة بالمادة لجميع الدروس + وبالإضافة إلى حل أسئلة الكتاب +الكتاب الالكتروني+ خرائط ومفاهيم +خرائط ذهنية + نماذج اختبارات + الباوربوينت مع حل التدريبات + السيدي التفاعلي والصوتيات

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سعر المادة عن طريق الايميل 20 ريال

سعر المادة طباعة عادية مع السي دي 80 ريال

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للأخوة أصحاب المكتبات الراغبين في أن يكونوا وكلاء لتحاضير فواز الحربى فى مدنهم الاتصال بجوال المدير

0554466161